

RREPORT

of the Superintendent of Public Instruction to the Arizona Legislature

*English Acquisition Services:
a Summary of
Bilingual and
English as a Second
Language Programs*

for School Year 1998-99

Lisa Graham Keegan, Superintendent
January 2000

In Compliance with ARS §15-756

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The information contained in this report was compiled from information submitted to the Arizona Department of Education by school districts, schools, charter schools, and charter school sites.

EXECUTIVE SUMMARY

INTRODUCTION

In 1984, the Thirty-sixth Legislature of the state of Arizona enacted Arizona Revised Statutes ARS §15-751–756, *Bilingual Programs and English as a Second Language (ESL) Programs*. This legislation requires all public school districts and charter holders, hereafter referred to as Local Education Agencies (LEAs), to provide specific instructional services designed to address the needs of Limited English Proficient (LEP) students.

These statutes require all LEAs to report annually on the identification and assessment of LEP students, and the program services provided to them. They require a district self-assessment and provide a funding provision (Group B weight) for LEAs that provide program services for LEP students.

The *1998-99 Bilingual and English as a Second Language Programs Report* has been prepared by the Arizona Department of Education (ADE), English Acquisition Services. The report was prepared using district-submitted and school-submitted data relevant to the state-mandated activities of primary home language identification, student assessment, reporting of program services being delivered, and reassessment of students considered to be LEP. Included in the district-submitted reports are data regarding number and qualifications of program staff, as well as the source and amount of funds expended by districts and charter schools on behalf of LEP students.

What follows in this Executive Summary is the accumulated data provided by districts and charter schools offering bilingual programs and English as a Second Language programs to Arizona's LEP students.

DATA COLLECTION AND REPORTING

The ADE has used an electronic reporting system since 1998. This new system made it possible for LEAs to submit data directly to the ADE database across the World Wide Web. Some LEAs sent large electronic files by e-mail or disk. Information was reported at both the district and school level, by classroom or grade.

District level information included:

- Listing and description of programs;
- Number and qualifications of staff providing services; and
- Source and amount of monies expended.

School level information included:

- Primary home language of all students;
- Identification and assessment of LEP students;
- Participation in program options; and
- Reassessment of LEP students.

All LEAs were informed of the requirement to complete the reports between September 1 and October 31, 1999. The Regional Training Centers statewide provided training and technical assistance throughout the process.

The ADE's English Acquisition Services Unit reviewed and attempted to validate the data submitted. This review revealed that the data reported by some districts was inaccurate. As a result, ADE reopened the database January 10 through 16, 2000, to allow LEAs who had failed to submit complete or correct information previously to fulfill their reporting requirements.

The following statistics have been derived from 1998-99 data provided by LEAs reporting identification of Primary Home Language Other Than English (PHLOTE) students:

| | | |
|--|-----------------------|----------------|
| Subtotal - Reported PHLOTE students | 200,980 | (27.5%) |
| • 162,583 Primary speakers of Spanish (80.9%) | | |
| • 18,695 Primary speakers of Navajo (9.3%) | | |
| • 19,702 Speakers of languages other than Spanish or Navajo (9.8%) | | |
| Subtotal – Reported primary English Language Students | <u>528,264</u> | (72.5%) |
| Total reported enrollment by LEAs | 729,244 | (100%) |

IDENTIFICATION AND ASSESSMENT OF LEP STUDENTS

When looking at this data it must be remembered that LEP demographics are changing as the general population shifts. Some LEAs reported as many as 60 languages other than English spoken.

Oral Assessment

Students identified as having a primary home language other than English in kindergarten and first grade were assessed to determine their English proficiency using only an oral language proficiency test. Students who scored below the publisher's designated score for English proficiency were classified as limited English proficient. A total of 57,219 students (K-12) were assessed for the first time using the oral language proficiency test. 25,143 of those students were kindergarten and grade 1.

Reading and Writing Assessments

Students identified as having a primary home language other than English in grades 2-12 were assessed using an oral language proficiency test as well as being administered assessments in English reading and writing. Districts reported that 32,076 students in grades 2 through 12 were assessed using an oral language proficiency test. Districts are first required to review the achievement level on the English reading comprehension subtest of the state norm-referenced achievement test (Stanford 9). If Stanford 9 scores are not available, districts must administer a district-selected reading assessment. All students must also be administered a district-selected writing assessment. Therefore:

- 20,371 students were evaluated in reading comprehension using the Stanford 9 achievement test results
- 23,817 were evaluated using a district reading assessment measure

- 27,902 were evaluated using a district writing assessment
(Note: 32,076 were entitled to assessment in English oral, reading, and writing proficiency.)

Primary Home Language Assessments

Students in grades K-12 who are identified as having a primary home language other than English must also be tested in their primary home language. 42,092 students were identified as new LEP students in 1998-99. Of those, 4,172 were not assessed in their primary home language.

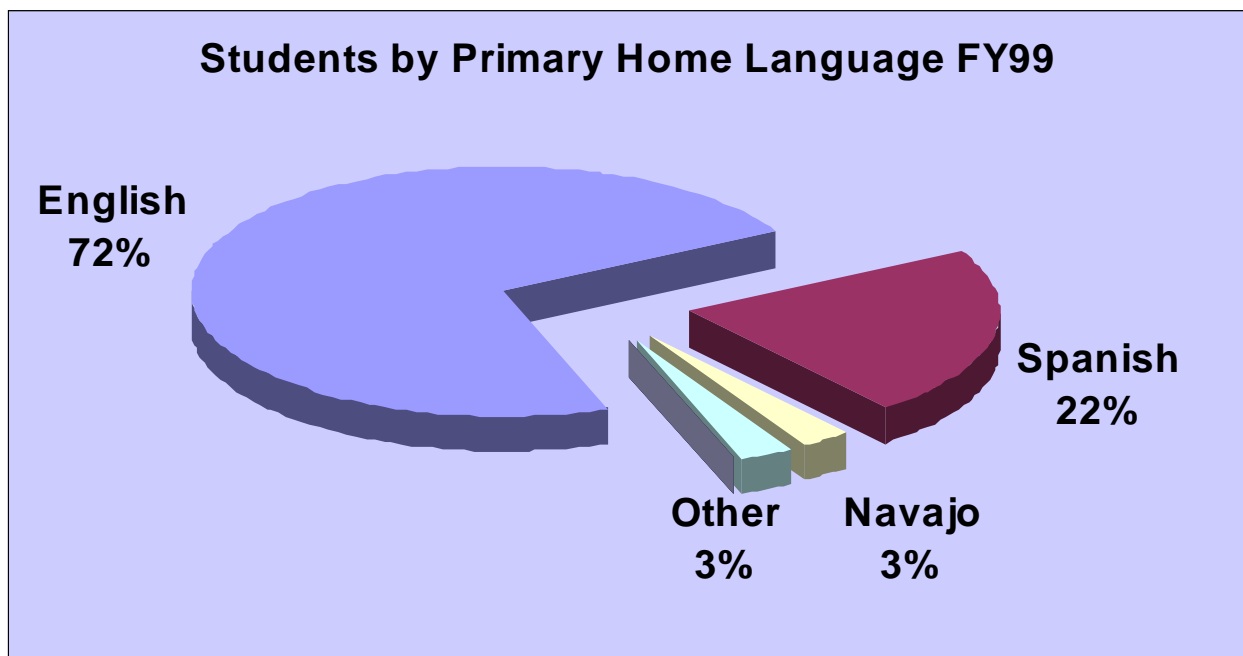
Students Assessed in Prior Years and Continuing in Programs

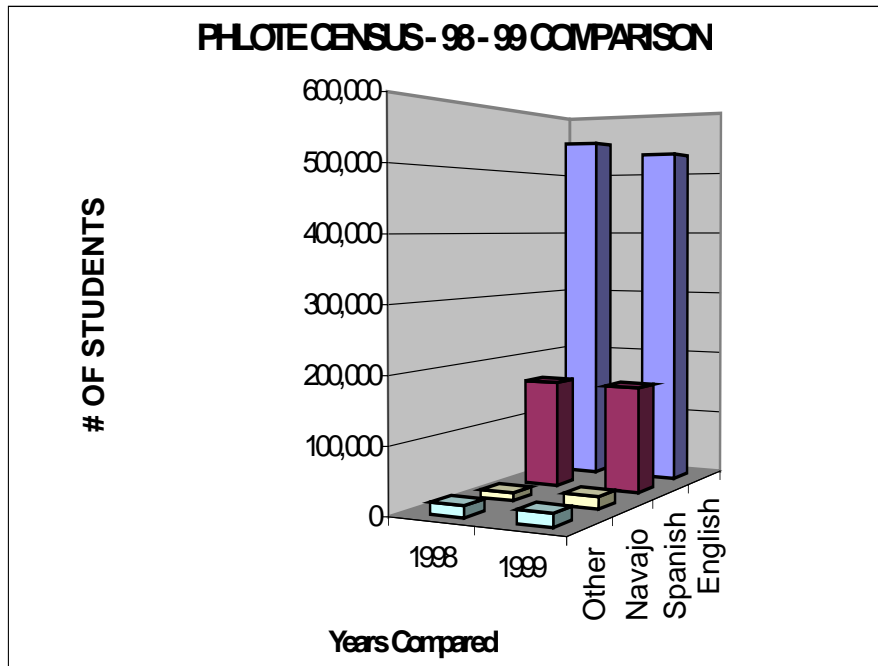
There were 97,507 students identified as Limited English Proficient in prior years. These students continued in programs during 1998-99.

PRIMARY HOME LANGUAGE OTHER THAN ENGLISH (PHLOTE) REPORTING

The greatest increase in PHLOTE reporting was in Navajo with an increase of 6,858 totaling 18,695 (3% of PHLOTE students) for the 1998-99 school year. Improved reporting methods and improved internet access can account for much of this increase.

The second increase of 2,130 occurs in speakers of languages other than Spanish or Navajo with a total of 19,702 or 3% of the total PHLOTE. Data indicate small changes in the breakdown of PHLOTE students.





Of the 729,244 students enrolled 528,264, or 72%, have a primary home language of English.

OTHER LANGUAGES REPORTED INCLUDE:

| Primary Home Language | Total Number of Students |
|-----------------------|--------------------------|
| Apache | 2905 |
| Vietnamese | 1870 |
| Arabic | 1015 |
| Hopi | 910 |
| Korean | 891 |
| Cantonese | 772 |
| Mandarin | 714 |
| Yugoslavian | 502 |

The above table provides a sample of the forty-three other languages represented in the PHLOTE census. They represent the eight highest language populations after Spanish and Navajo.

PROGRAM PARTICIPATION

School districts are required to provide programs for students assessed and classified as limited English proficient (LEP), pursuant to ARS §15-754. These programs include:

- Transitional/ Bilingual instruction
- Secondary Bilingual instruction
- Bilingual/Bi-cultural instruction
- English as a Second Language (ESL) instruction
- Provision of an Individual Education Program

Of the 132,806 LEP classified students reported in programs:

- 18,175 students participated in a K-6 Transitional Bilingual program (13.7%)
- 3,239 students participated in a 7-12 Secondary Bilingual program (2.4%)
- 23,505 students participated in a K-12 Bilingual –Bicultural program (17.7%)
- 89,972 students participated in an ESL program (67.7%)
- 7,413 students participated in an Individual Education program (5.6%)
- 1,442 students participated in an Individual Education program at parental request (1.1%)

This total does not include the 10,940 non-LEP students reported in programs.

A review of the program participation data revealed that 6,793 of the 139,599 LEP students were not reported as participating in programs during the 1998-99 school year as per ARS§ 15-754.

PROFICIENCY AND ACHIEVEMENT

ARS§ 15-741 requires that LEAs administer the norm-referenced Stanford 9 test to students in the areas of Reading, Language, and Mathematics. Due to the Budget Reconciliation Act (1999) grades 2 through 11 were administered these assessments in 1998-99 instead of grades 3 through 12 as had been previously assessed.

Mean percentiles for total reading scores for LEP students by program are as follows:

- | | |
|--------------------------------------|---------------|
| • Transitional Bilingual | 26 percentile |
| • Secondary Bilingual | 18 percentile |
| • Bilingual/Bicultural | 21 percentile |
| • English as a Second Language (ESL) | 19 percentile |
| • Individual Education Plan(IEP) | 24 percentile |

These are still well below the state mean percentile of 49% in the total reading score.

Of the 103,110 LEP students in grades 2-11, 50,809 or 49.4% of LEP students participated in the state Pupil Achievement Testing Program (Stanford 9). However, ARS §15-744 allows a district's governing board to exempt students who are classified as LEP from the state Pupil Achievement Testing Program for up to three years beginning with grade two. Limited English proficient students who are exempt from the norm-referenced achievement testing must be administered an alternative

assessment of achievement. Many LEAs use the *Aprenda* as an optional assessment instrument for Spanish speaking students exempted from testing for reasons of limited English proficiency. Therefore, the data indicate that:

Of the 103,110 students identified as LEP grades 2-11:

- 50,809 LEP students (49.4%) participated in the Stanford 9 achievement testing program
- 28,359 LEP students (27%) were exempted from the state-mandated assessment
- 15,438 students were administered *Aprenda*. This represents 14.8 % of LEP students identified in grades 2 through 11
- 36,863 students (35.8%) have no achievement data reported

REASSESSMENT

In the 1998-99 school year, state law required Limited English Proficient students to be reassessed for English proficiency at least once every two years. All five of the following criteria must be met in order for LEP students to be reclassified as English proficient:

- Teacher evaluation
- Parent opinion
- Oral language assessment
- Reading assessment (State or District standards)
- Writing assessment (District standards)

During the 1998-99 school year, LEAs reported the following reassessment results:

- 54,320 LEP students were reassessed, of 132,806 LEP students in programs.
- 7,312 LEP students were reclassified as English proficient. This figure represents 5.5% of all LEP students in programs.
- Of the 7,312 LEP students reclassified as English proficient, 48.8% of these students were reclassified within four years in programs.

As of the 1999-2000 school year LEP students are to be reassessed annually

STAFFING

ARS§ 15-754 stipulates those teachers providing instructional services to LEP students through a bilingual program or an ESL program must hold the proper credentials. For the 132,806 students reported to be participating in a program specifically geared to assist limited English proficient students in acquiring English proficiency:

- 2,918 teachers hold an ESL endorsement
- 1,835 teachers hold a bilingual endorsement
- 3,634 teachers do not hold the required endorsements

FUNDING

Reporting districts supplied the following information on the source and amount of program funds utilized in support of LEP student services during the 1998-99 school year:

- \$66,703,950 in federal funds
- \$34,886,011 in Group B weighted funds
- \$109,485,269 other funds
- **\$211,075,232 total program funds**

This represents a decline of \$39,398,109 in federal funds, and \$130,474,181 in other funding reported in 1997-1998. According to the LEAs and schools, factors contributing to this decline may include, among others, improved reporting procedures and district verification of amounts expended.

RELATIONSHIPS TO BE ADDRESSED

Close examination of this report will illustrate that there are several areas and/or issues of concern to be addressed or corrected. Due to the lack of consistent historical data, trends and comparisons are rough at best. Three to five years of data are required to validate any relationship reported below:

- Programs and policy have changed, making accurate data analysis and forecasting difficult or impossible. In 1998 – 99 only 7,312 or 5.5% of LEP students were reclassified as English proficient. Beginning in 1999-2000:

“The language reassessment criteria and procedures shall: Be used at least once every year with all limited English proficient pupils enrolled in bilingual programs or English as a second language programs to determine if the pupils have developed the English language skills necessary to succeed in English only instruction.”

ADE’s English Acquisition Services unit forecasts that the percentage of students reclassified as English proficient will rise steadily when reassessment is done on a yearly basis.

- Assessment procedures are not consistently followed by LEAs; this results in students not receiving proper assessment or program placement.
- Standardization of data is needed. Data inconsistencies were reported by some LEAs.
- Achievement test results indicate a high number of exemptions from the state achievement (Stanford 9) testing requirement. Specific criteria upon which students may be exempted should be established. Districts should be required to submit all “alternate assessment” data to the Department.
- Population demographics require schools and districts to address the needs of PHLOTE students under the “Other” category. English proficient students have decreased by 2% over the last year. Of the PHLOTE students, Spanish has remained virtually unchanged. Navajo increases account for 1% of the variations, but other ethnic groups account for the remaining differences. ADE school finance data indicate that these changes are creating challenges for specific LEAs, as ethnic groups tend to settle in close proximity to one another.
- Funding and staffing issues are requiring districts, especially those that are small or rural, to opt for programs that may not be optimally servicing LEP students. These LEAs are often forced to rely on non-certified teacher’s aides rather than the preferred certified ESL or bilingual teachers and staff.
- The comprehensive system of data collection and reporting needs to be refined and linked with the Student Accountability Information System (SAIS) database to better serve LEAs. The submission of student level data will lead to a major improvement in accuracy.

The reader is invited to examine the *1998-99 Bilingual and English as a Second Language Programs Report* in its entirety to gain an understanding of the program services provided to Arizona students to promote English proficiency.

SUMMARY TABLE**LANGUAGE**

| | |
|--|---------|
| Students reported as primary speakers of English Language | 528,264 |
| Students reported as having home language other than English | 200,980 |
| Primary speakers of Spanish | 162,583 |
| Primary speakers of Navajo | 18,695 |
| Speakers of other than Spanish or Navajo | 19,702 |

IDENTIFICATION

| | |
|---|---------|
| Students classified as Limited English Proficient (LEP) | 139,599 |
|---|---------|

PROGRAMS

| | |
|---|---------|
| LEP students reported in programs | 132,806 |
|---|---------|

ACHIEVEMENT TESTING

| | |
|--|--------|
| LEP students in programs who participated in achievement testing | 50,809 |
| LEP students who were exempted from achievement testing | 28,359 |

REASSESSMENT*

| | |
|---|--------------|
| Students reported as reassessed | 54,320 |
| Reclassified as English proficient | 7,312 |
| K-6 Transitional Bilingual Education | (2.9%) 501 |
| 7-12 Secondary Bilingual Education | (11.4%) 345 |
| K-12 Bilingual Bicultural Education | (4.8%) 657 |
| English as a Second Language Education | (5.3%) 4,754 |
| Individual Education Program | (11.6%) 856 |
| IEP at parent request | (13.8%) 199 |
| % of all LEP students in a program reclassified as English proficient this year | 5.5% |
| % of reassessed students reclassified English Proficient | 13.5% |

PROGRAM STAFFING

| | |
|---|-------|
| Teachers reported holding ESL or Bilingual Endorsement | 6,194 |
| ESL Endorsement (Permanent) | 2,918 |
| Bilingual Endorsement (Permanent) | 1,835 |
| ESL or Bilingual Endorsement (Provisional) | 1,441 |
| Teachers providing services reported as not holding required endorsements | 3,634 |

PROGRAM FUNDING

| | |
|--|---------------|
| Program funds reported from Federal Sources | \$66,703,950 |
| Program funds reported from LEP Group B Weighted Funds | \$34,886,011 |
| Program funds reported from other Sources** | \$109,485,269 |

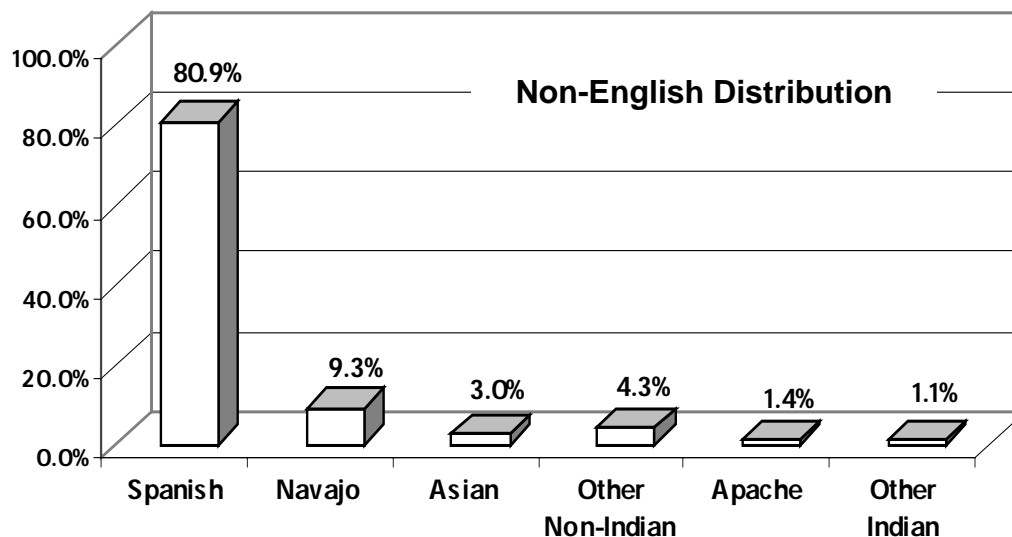
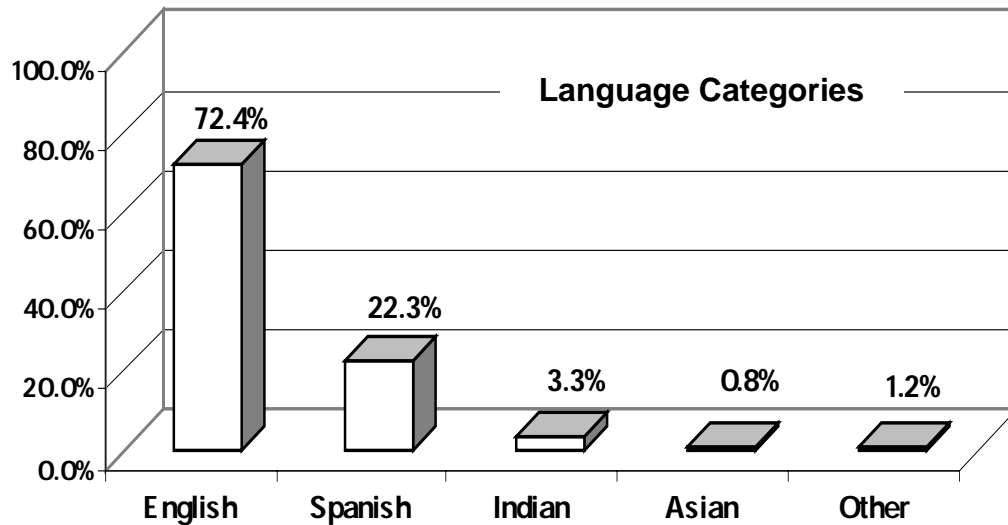
This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools.

* School districts were required to reassess LEP students every two years (per ARS §15-753.C.1.); new legislation requires reassessment every year in the future.

** Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities.

LANGUAGES SPOKEN AT HOME

ARIZONA STUDENTS BY NATIVE LANGUAGE PROFICIENCY 1998-1999



This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools.

Languages Reported:

The reporting system accommodates 43 languages as well as English and two Other language categories (Other Indian and Other non-Indian):

| | | |
|-----------------|-------------------|-------------------------|
| English | | |
| Spanish | Korean | Chemehuevi |
| Arabic | Laotian | Cocopah |
| Cambodian | Mandarin | Hopi |
| Cantonese | Polish | Hualapai |
| Czechoslovakian | Portuguese | Kaibab–Paiute |
| Dutch | Romanian | Maricopa |
| Filipino | Russian | Mohave |
| Finnish | Thai | Tohono O'odham (Papago) |
| French | Ukrainian | Pima |
| German | Vietnamese | Supai |
| Greek | Yugoslavian | Tewa |
| Hebrew | Other non-Indian | Yaqui |
| Hungarian | Navajo | Yavapai |
| Italian | Apache—San Carlos | Yuma |
| Japanese | Apache—Whiteriver | Other Indian |

IDENTIFICATION AND ASSESSMENT OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Students identified as having a primary home language other than English (PHLOTE) are assessed for English language proficiency. The commonly used language proficiency assessment tools are:

- Bilingual Syntax Measure (BSM), I and II.
- IDEA Oral Language Proficiency Test (IPT), I and II.
- Language Assessment Scales (LAS), I and II.

The procedures for assessing the English language proficiency of students having a primary home language other than English are specified by State Board Rule R7-2-306.B.

1. Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test approved by the State Board of Education for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient (LEP) students.
2. Students in grades 2-12 whose primary language is other than English may be screened before the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement-testing program. Students in grades 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.
3. Upon district staff recommendation or parental request, students in grades 2-12 whose primary language is other than English and who score above the 40th percentile on the reading comprehension subtest of the state pupil achievement testing program shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.
4. Students in grades 2-12 whose primary language is other than English and who score as fluent English proficient on the State Board of Education's approved oral language proficiency assessment test shall be evaluated for achievement in English reading and writing. Students who are determined to be performing below district standards

established pursuant to R7-2-301 and R7-2-302 for grade level shall be tentatively classified as limited English proficient and referred for primary language assessment.

5. English language proficiency assessments shall be conducted by individuals who are proficient in English and who have been thoroughly trained to administer and score the test or procedure.

Identification and Assessment of LEP Students

| | |
|---|---------------|
| Number of students continuing to be identified as LEP | 97,507 |
| Number of students newly identified as LEP | 42,092 |

There were **57,044** students tested as LEP using oral language assessment. **37,920** were tested in their home language.

The table on the next page shows assessment tools used and number of students assessed by grade.

Language Assessments

Prior Assessments

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UE ¹ | US ² | TOTAL |
|----------------|--|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------|-----------------|--------|
| Continuing LEP | | 13,473 | 12,723 | 12,216 | 10,704 | 9,549 | 8,702 | 8,046 | 6,977 | 3,956 | 4,582 | 3,514 | 3,021 | 43 | 1 | 97,507 |

Initial Assessment of Students with a Primary Home Language other than English

Oral Language Assessment

| | KDG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UE ¹ | US ² | TOTAL |
|-----------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|-----------------|-----------------|--------|
| Oral Test | 18,999 | 6,088 | 4,470 | 4,060 | 3,430 | 3,041 | 2,867 | 2,831 | 1,996 | 6,051 | 1,526 | 974 | 689 | 22 | 0 | 57,044 |
| SPED ALT ³ | 42 | 14 | 14 | 36 | 14 | 4 | 6 | 4 | 11 | 11 | 7 | 3 | 9 | 0 | 0 | 175 |
| Total Assessments: | | | | | | | | | | | | | | | | 57,219 |

Reading/Writing Assessment

| | | | | | | | | | | | | | | | | |
|--------------------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|----|---|--------|
| State reading Comp | 44 | 87 | 2,537 | 2,475 | 1,852 | 1,974 | 1,758 | 1,544 | 1,288 | 4,785 | 1,046 | 719 | 389 | 4 | 0 | 20,502 |
| District Reading | 253 | 1,624 | 3,813 | 3,577 | 2,908 | 2,502 | 2,402 | 2,328 | 1,710 | 2,554 | 881 | 712 | 423 | 7 | 0 | 25,694 |
| District Writing | 204 | 1,706 | 3,859 | 3,620 | 3,046 | 2,612 | 2,466 | 2,450 | 1,813 | 5,458 | 1,185 | 858 | 528 | 7 | 0 | 29,812 |
| Identified as New LEP Students | 15,284 | 4,183 | 3,407 | 2,975 | 2,354 | 2,005 | 1,973 | 2,024 | 1,493 | 3,869 | 1,285 | 759 | 461 | 20 | 0 | 42,092 |
| Assessed in Primary Language | 14,792 | 3,864 | 3,017 | 2,680 | 2,131 | 1,796 | 1,613 | 1,694 | 1,247 | 3,225 | 975 | 557 | 314 | 15 | 0 | 37,920 |

¹Ungraded Elementary ²Ungraded Secondary ³Special Education Alternate

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools .

PROFICIENCY AND PARTICIPATION IN PROGRAMS UNDER ARS §15-754

The specific program requirements which school districts and charter schools must meet in implementing services for LEP students under ARS §15-754 are:

K-6 TRANSITIONAL BILINGUAL PROGRAM. An organized program of instruction conducted in a kindergarten program and in grades 1 through 6 in which participating pupils receive instruction in and through English and the primary home language of the students. The principal goal of a Transitional Bilingual Program is to increase the English language proficiency and academic achievement of the pupils in order to transfer them to all-English instruction when they meet reassessment criteria as prescribed in ARS §15-753, subsection C.

7-12 SECONDARY BILINGUAL PROGRAM. Language learning programs for grades 7-12 consisting of a structured bilingual program to promote English language proficiency and academic achievement. This approach uses the pupil's primary home language for instruction in the elective and non-elective content courses required for graduation.

K-12 BILINGUAL-BICULTURAL PROGRAM. Programs for kindergarten and grades 1-8, or for kindergarten and grades 1-12, consisting of a system of instruction using two languages, one of which is English, as a vehicle for instruction and delivery. The K-12 Bilingual-Bicultural Program is a means of instruction that builds on and expands the existing language skills of each participating pupil and enables the pupil to achieve competency and literacy in both languages. This instruction shall include the history and culture of this state and the United States, as well as customs and values of the cultures associated with the languages being taught.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM. A formal ESL program consisting of:

- (a) daily instruction in English language development, including
 - i. listening and speaking skills;
 - ii. reading and writing skills;
 - iii. cognitive and academic skills development in English; and
- (b) a plan to develop an understanding of the history and culture of the United States as well as an understanding of customs and values of the cultures associated with the primary home language of the pupils in the program.

INDIVIDUAL EDUCATION PROGRAM. An individual education program is a systematic, individualized program of instruction designed to ensure equal educational opportunities for the student by promoting English language development and by sustaining normal academic achievement through the use, to the extent possible, of the pupil's primary home language for subject matter instruction. Individuals such as paraprofessionals, community members, or other pupils proficient in the primary home language of the student may serve as long as it is done under the supervision of a certified bilingual/ESL teacher. There are two criteria for serving LEP students with an individual education program:

- school districts and charter schools with less than 10 LEP students per grade per school
- parental request.

Participation in Bilingual/ESL Programs

| | |
|--|--------|
| Number of LEP students based on oral language proficiency assessment | 89,083 |
| % LEP based on oral language assessment | 79.8 % |
| Number below district standards in reading or writing | 82,492 |
| Percentage below district standards in reading or writing | 73.9 % |

| Program | | Number of of LEP Participants Served |
|--|--|--------------------------------------|
| A | K-6 Transitional Bilingual Program | 18,175 |
| B | 7-12 Secondary Bilingual Program | 3,239 |
| C | K-12 Bilingual-Bicultural Program | 23,505 |
| Subtotal, Bilingual programs: | | 44,919 |
| D | English As A Second Language (ESL) Program | 89,972 |
| Subtotal, English As A Second Language program: | | 89,972 |
| E | Individual Education Program | 7,413 |
| F | Individual Education Program (at parental request) | 1,442 |
| Subtotal, Individual Education Programs: | | 8,855 |
| Total: | | 143,746 |
| Non-LEP Participants in Programs: | | 10,940 |
| Total LEP Participants in Programs: | | 132,806 |

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools.

STATE ACHIEVEMENT TEST DATA OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS BY PROGRAM

Arizona Revised Statutes §15-741 requires that school districts and charter schools test students annually in areas of Reading, Language, and Mathematics. Previously, grades 3-12 were assessed using the norm-referenced Stanford 9 Achievement Test in English. Grades 2-11 were tested in the spring of 1999.

The state collects data on individual characteristics for each student who is administered a state Pupil Achievement Test through the Pupil Variable Information section of the testing instrument. Variable Seven on the state Pupil Achievement Test is used by districts and charter schools to identify that the student is limited English proficient and report the type of program option that school districts and/or charter school is providing to that student. The eligible programs per district determination for Limited English Proficient students include:

- Transitional Bilingual Program K-6
- Secondary Bilingual Program 7-12
- Bilingual/Bicultural Program K-12
- English as a Second Language Program (ESL)
- Individual Education Program (IEP)

Analysis of Results. Analysis of Variables for Arizona for the Stanford 9 reports student achievement by program. An analysis of mean scores reported in Normal Curve Equivalents (NCE) and Percentile ranks for LEP students in areas of Reading and Language by program model and grade level are depicted by the charts included here.

Data reported here are the result of self-reporting. Data comparisons from 1998 do not track a particular set of students through to year 1999. They simply report the results of the administration of the Stanford 9 to second through eleventh grade students in the spring of 1999.

Upon review, it was noted that there are areas on the Stanford 9 where districts entered incorrect program model information. Districts reported students in grades 2-6 in the "Secondary Bilingual Program 7-12;" and conversely, students in grades 7-12 were reported to be in the "Transitional Bilingual Program K-6." Numbers of students in program models reported using the Analysis of Variable tables does not reflect pupil participation by program data collected through ALCAP. This may be a result of the students themselves completing these information grids without teacher assistance.

The **greatest number of Limited English Proficient students are reported to participate in English as a Second Language program** (35,046 students). Mean percentiles for total Reading and Language scores for LEP students by program place students in the ESL program at the **19th** percentile both in Reading and in Language. Mean percentiles by program in Reading ranged from the **18th** percentile for the secondary bilingual program (grades 7-12) to the **26th** percentile for the transitional bilingual program (grades K-6) These are still well below the state mean percentile of **49%** in total Reading score.

The mean percentile for total Reading on the Stanford 9 Achievement Test for students whose

Primary Home Language is **English** (422,782 students) is the **53rd** percentile. **Spanish** as a Primary Home Language was reported by 46,201 students with a mean percentile in total Reading scores of the **25th** percentile. The **Navajo** language was identified by 7,589 students with a mean percentile in total Reading score of **17th** percentile. All other languages were combined under **Other** and ranked at the **41st** percentile in total Reading scores.

1998

Stanford 9 Achievement Test Total Reading Scores for LEP students in Programs by Grade

| | Transitional Bilingual K-6 | | | Secondary Bilingual 7-12 | | | Bilingual/Bi-cultural K-12 | | | ESL | | | IEP | | | |
|----------------|-------------------------------|------------|-----------|-----------------------------|------------|-----------|-------------------------------|------------|-----------|--------------|------------|-----------|--------------|------------|-----------|--------------------|
| Grade Level | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | Nbr of Students |
| 3 | 596 | 34.7 | 23 | 10 | 27.0 | 14 | 799 | 34.6 | 23 | 3,780 | 31.5 | 19 | 339 | 36.0 | 25 | 5,524 |
| 4 | 831 | 34.4 | 23 | 9 | 44.0 | 39 | 842 | 36.9 | 27 | 3,507 | 33.0 | 21 | 464 | 35.1 | 24 | 5,653 |
| 5 | 1,421 | 31.5 | 19 | 17 | 30.0 | 17 | 916 | 33.6 | 22 | 4,118 | 32.0 | 20 | 438 | 38.2 | 29 | 6,910 |
| 6 | 1,151 | 33.7 | 22 | 22 | 33.0 | 21 | 801 | 34.7 | 23 | 4,163 | 33.8 | 22 | 477 | 36.8 | 26 | 6,614 |
| 7 | 191 | 38.8 | 30 | 968 | 33.3 | 21 | 810 | 34.2 | 23 | 3,537 | 30.9 | 18 | 485 | 34.7 | 23 | 5,991 |
| 8 | 129 | 36.9 | 27 | 998 | 39.9 | 32 | 672 | 39.0 | 30 | 3,246 | 33.1 | 21 | 495 | 38.1 | 29 | 5,540 |
| 9 | 204 | 38.6 | 29 | 486 | 31.7 | 19 | 585 | 36.0 | 25 | 2,402 | 27.1 | 14 | 418 | 34.2 | 23 | 4,095 |
| 10 | 184 | 33.0 | 21 | 704 | 31.2 | 19 | 539 | 34.5 | 23 | 1,823 | 23.8 | 11 | 366 | 29.0 | 16 | 3,616 |
| 11 | 129 | 35.0 | 24 | 490 | 32.8 | 21 | 445 | 37.0 | 27 | 1,504 | 26.4 | 13 | 267 | 35.8 | 25 | 2,835 |
| 12 | 99 | 39.3 | 30 | 434 | 35.4 | 24 | 407 | 39.8 | 31 | 1,352 | 31.6 | 19 | 203 | 37.9 | 28 | 2,495 |
| Tot: | 4,935 | Avg | 25 | 4,138 | Avg | 23 | 6,816 | Avg | 25 | 29432 | Avg | 18 | 3,952 | Avg | 25 | 49,273 |

1999

Stanford 9 Achievement Test Total Reading Scores for LEP students in Programs by Grade

| | Transitional Bilingual K-6 | | | Secondary Bilingual 7-12 | | | Bilingual/Bi-cultural K-12 | | | ESL | | | IEP | | | |
|----------------|-------------------------------|------------|-----------|-----------------------------|------------|-----------|-------------------------------|------------|-----------|--------------|------------|-----------|--------------|------------|-----------|--------------------|
| Grade Level | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | Nbr of Students |
| 2 | 538 | 35.9 | 25 | 5 | 23.4 | 10 | 491 | 38.6 | 29 | 3594 | 37.0 | 27 | 355 | 39.8 | 31 | 4983 |
| 3 | 707 | 35.6 | 25 | 13 | 28.6 | 15 | 506 | 36.3 | 26 | 4150 | 32.2 | 20 | 365 | 37.7 | 28 | 5741 |
| 4 | 760 | 38.1 | 29 | 9 | 34.6 | 23 | 487 | 38.9 | 30 | 4021 | 33.8 | 22 | 409 | 38.3 | 29 | 5686 |
| 5 | 1213 | 32.0 | 20 | 9 | 32.9 | 21 | 813 | 32.9 | 21 | 4775 | 31.6 | 19 | 436 | 36.9 | 27 | 7246 |
| 6 | 1007 | 34.8 | 23 | 89 | 32.4 | 20 | 499 | 34.4 | 23 | 4327 | 34.3 | 23 | 471 | 40.4 | 32 | 6393 |
| 7 | 127 | 40.8 | 33 | 753 | 34.8 | 23 | 504 | 31.3 | 19 | 3891 | 31.8 | 19 | 534 | 34.3 | 23 | 5809 |
| 8 | 142 | 39.3 | 30 | 513 | 36.4 | 26 | 503 | 34.3 | 23 | 3798 | 32.6 | 20 | 442 | 32.6 | 20 | 5398 |
| 9 | 180 | 33.0 | 26 | 424 | 33.0 | 21 | 344 | 33.8 | 22 | 2613 | 27.7 | 14 | 392 | 30.8 | 18 | 3571 |
| 10 | 160 | 35.0 | 21 | 359 | 34.5 | 23 | 349 | 32.7 | 21 | 2196 | 25.5 | 12 | 348 | 28.8 | 16 | 3412 |
| 11 | 113 | 39.3 | 24 | 255 | 32.7 | 21 | 309 | 33.9 | 22 | 1681 | 26.9 | 14 | 212 | 26.1 | 13 | 2570 |
| Tot: | 4,947 | Avg | 26 | 2,429 | Avg | 18 | 4,805 | Avg | 21 | 35046 | Avg | 19 | 3,964 | Avg | 24 | 51,191 |

1998**Stanford 9 Achievement Test Total Language Scores for LEP Students by Program by Grade Level**

| | Transitional Bilingual K-6 | | | Secondary Bilingual 7-12 | | | Bilingual/Bi-cultural K-12 | | | ESL | | | IEP | | | |
|----------------|-------------------------------|------------|-----------|-----------------------------|------------|-----------|-------------------------------|------------|-----------|---------------|------------|-----------|--------------|------------|-----------|--------------------|
| Grade Level | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NC E | %i le | N. Count | NCE | %ile | Nbr of Students |
| 3 | 615 | 38.0 | 28 | 13 | 30.9 | 18 | 846 | 37.5 | 28 | 3,928 | 35.6 | 25 | 339 | 36.0 | 25 | 5,741 |
| 4 | 848 | 35.5 | 24 | 12 | 36.7 | 26 | 882 | 37.0 | 27 | 3,782 | 35.1 | 24 | 496 | 35.1 | 24 | 6,020 |
| 5 | 1,451 | 29.7 | 17 | 17 | 29.2 | 16 | 943 | 31.3 | 19 | 4,334 | 31.4 | 19 | 465 | 34.1 | 22 | 7,210 |
| 6 | 1,174 | 29.1 | 16 | 22 | 22.7 | 10 | 813 | 28.6 | 15 | 4,345 | 28.8 | 16 | 491 | 30.6 | 18 | 6,845 |
| 7 | 197 | 36.5 | 26 | 975 | 32.9 | 21 | 818 | 33.8 | 22 | 3,598 | 31.1 | 18 | 494 | 29.8 | 17 | 6,082 |
| 8 | 125 | 31.0 | 18 | 1,012 | 33.8 | 22 | 702 | 33.0 | 21 | 3,305 | 28.0 | 15 | 499 | 29.8 | 17 | 5,643 |
| 9 | 208 | 36.5 | 26 | 813 | 32.3 | 20 | 586 | 34.6 | 23 | 2,474 | 26.8 | 13 | 440 | 30.1 | 17 | 4,521 |
| 10 | 187 | 33.0 | 21 | 719 | 33.8 | 22 | 554 | 36.6 | 26 | 1,850 | 26.5 | 13 | 362 | 29.1 | 16 | 3,672 |
| 11 | 131 | 34.2 | 23 | 497 | 35.6 | 25 | 450 | 37.2 | 27 | 1,527 | 30.1 | 17 | 268 | 33.7 | 22 | 2,873 |
| 12 | 95 | 33.1 | 21 | 442 | 32.9 | 21 | 418 | 36.3 | 26 | 1,366 | 28.9 | 16 | 204 | 31.5 | 19 | 2,525 |
| Tot: | 5,031 | Avg | 22 | 4,522 | Avg | 20 | 7,012 | Avg | 23 | 30,509 | Avg | 18 | 4,058 | Avg | 20 | 51,132 |

1999**Stanford 9 Achievement Test Total Language Scores for LEP Students by Program by Grade Level**

| | Transitional Bilingual K-6 | | | Secondary Bilingual 7-12 | | | Bilingual/Bi-cultural K-12 | | | ESL | | | IEP | | | |
|----------------|-------------------------------|------------|-----------|-----------------------------|------------|-----------|-------------------------------|------------|-----------|--------------|------------|-----------|--------------|------------|-----------|--------------------|
| Grade Level | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NC E | %ile | N. Count | NCE | %ile | Nbr of Students |
| 2 | 573 | 29.6 | 17 | 6 | 18.8 | 7 | 521 | 30.9 | 18 | 3878 | 29.9 | 17 | 397 | 34.8 | 23 | 5375 |
| 3 | 725 | 38.8 | 30 | 14 | 33.8 | 22 | 517 | 39.7 | 31 | 4292 | 37.3 | 27 | 394 | 41.6 | 34 | 5942 |
| 4 | 782 | 38.6 | 29 | 9 | 38.6 | 29 | 504 | 39.7 | 31 | 4282 | 35.7 | 25 | 445 | 37.3 | 27 | 6022 |
| 5 | 1254 | 31.4 | 19 | 10 | 32.1 | 20 | 838 | 32.0 | 20 | 5001 | 31.6 | 19 | 430 | 33.4 | 21 | 7543 |
| 6 | 1033 | 30.1 | 17 | 89 | 26.5 | 13 | 522 | 29.5 | 16 | 4469 | 30.0 | 17 | 458 | 32.5 | 20 | 6571 |
| 7 | 134 | 38.4 | 29 | 757 | 34.8 | 23 | 504 | 30.7 | 18 | 3953 | 32.7 | 21 | 536 | 31.6 | 19 | 5884 |
| 8 | 142 | 35.9 | 25 | 514 | 31.8 | 19 | 502 | 29.8 | 17 | 3778 | 28.8 | 16 | 455 | 25.8 | 12 | 5391 |
| 9 | 188 | 33.8 | 22 | 445 | 31.0 | 18 | 346 | 31.9 | 19 | 2672 | 27.7 | 14 | 397 | 28.9 | 16 | 4048 |
| 10 | 158 | 34.0 | 22 | 365 | 35.8 | 25 | 358 | 35.1 | 24 | 2233 | 27.9 | 15 | 318 | 29.2 | 16 | 3432 |
| 11 | 115 | 34.0 | 22 | 268 | 34.0 | 22 | 308 | 35.6 | 25 | 1725 | 30.3 | 17 | 197 | 26.4 | 13 | 2613 |
| Tot: | 5,104 | Avg | 23 | 2,477 | Avg | 20 | 4,920 | Avg | 22 | 36293 | Avg | 19 | 4,027 | Avg | 20 | 52,821 |

Chart data acquired from Analysis of Variables for Arizona, Stanford Achievement Test series, Ninth Edition. Harcourt Brace & Company

1998**Stanford 9 Achievement Test-Total Reading Scores as Reported by Primary Home Language by Grade Level**

| Grade Level | Total State | | | English | | | Spanish | | | Navajo | | | Other | | | No Response | | |
|-------------|-------------|------|------|----------|------|------|----------|------|------|----------|------|------|----------|------|------|-------------|------|------|
| | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile |
| 3 | 54,116 | 48.3 | 47 | 45,759 | 50.1 | 50 | 4,655 | 35.5 | 24 | 845 | 28.0 | 15 | 844 | 44.0 | 40 | 2,013 | 46.0 | 44 |
| 4 | 53,800 | 51.0 | 53 | 44,999 | 53.7 | 57 | 5,137 | 37.0 | 27 | 867 | 30.0 | 17 | 856 | 47.3 | 45 | 1,941 | 48.1 | 46 |
| 5 | 55,142 | 50.5 | 51 | 44,361 | 53.5 | 57 | 6,808 | 34.8 | 23 | 796 | 29.6 | 17 | 839 | 46.5 | 43 | 2,338 | 48.1 | 46 |
| 6 | 56,188 | 51.6 | 53 | 45,600 | 54.3 | 58 | 7,113 | 36.5 | 26 | 735 | 32.6 | 20 | 818 | 46.8 | 44 | 1,922 | 51.6 | 53 |
| 7 | 55,620 | 51.0 | 52 | 45,143 | 53.8 | 57 | 6,378 | 34.8 | 23 | 859 | 29.7 | 17 | 896 | 45.5 | 41 | 2,344 | 50.3 | 50 |
| 8 | 52,876 | 52.1 | 54 | 43,100 | 54.5 | 58 | 5,985 | 38.2 | 29 | 810 | 33.7 | 22 | 822 | 47.2 | 45 | 2,159 | 50.6 | 51 |
| 9 | 52,363 | 46.7 | 44 | 40,340 | 48.8 | 48 | 5,214 | 32.9 | 21 | 648 | 28.0 | 15 | 782 | 39.9 | 32 | 5,379 | 48.1 | 46 |
| 10 | 46,048 | 45.7 | 42 | 35,472 | 47.8 | 46 | 4,461 | 30.3 | 17 | 527 | 26.2 | 13 | 779 | 37.8 | 28 | 4,809 | 47.7 | 46 |
| 11 | 38,401 | 48.0 | 46 | 30,056 | 50.2 | 50 | 3,476 | 32.5 | 20 | 566 | 27.9 | 15 | 719 | 40.1 | 32 | 3,584 | 49.8 | 50 |
| 12 | 32,691 | 52.4 | 54 | 25,603 | 54.7 | 59 | 3,104 | 36.5 | 26 | 567 | 34.0 | 22 | 681 | 45.0 | 41 | 2,736 | 54.4 | 58 |
| Tot: | 497,245 | Avg | 50 | 400,433 | Av | 54 | 52,331 | Avg | 24 | 7,220 | Avg | 17 | 8,036 | Avg | 39 | 29,225 | Avg | 49 |

1999**Stanford 9 Achievement Test-Total Reading Scores as Reported by Primary Home Language by Grade Level**

| Grade Level | Total State | | | English | | | Spanish | | | Navajo | | | Other | | | No Response | | |
|-------------|-------------|------|------|----------|------|------|----------|------|------|----------|------|------|----------|------|------|-------------|------|------|
| | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile | N. Count | NCE | %ile |
| 2 | 54013 | 50.1 | 50 | 43733 | 51.3 | 52 | 4090 | 40.3 | 32 | 813 | 31.8 | 19 | 757 | 46.7 | 44 | 4620 | 51 | 52 |
| 3 | 56618 | 48.7 | 47 | 46633 | 50.5 | 51 | 5039 | 36.4 | 26 | 838 | 27.0 | 14 | 889 | 44.5 | 40 | 3219 | 48.9 | 48 |
| 4 | 54880 | 52.3 | 54 | 44568 | 54.5 | 58 | 5371 | 39.0 | 30 | 1003 | 31.8 | 19 | 940 | 49.9 | 50 | 2998 | 51.3 | 52 |
| 5 | 57416 | 50.6 | 51 | 44818 | 53.5 | 57 | 7182 | 35.4 | 24 | 929 | 29.6 | 17 | 965 | 46.3 | 43 | 3522 | 51.5 | 53 |
| 6 | 56375 | 52.1 | 54 | 44788 | 55.0 | 59 | 6953 | 37.3 | 27 | 828 | 33.0 | 21 | 891 | 49.5 | 49 | 2915 | 49.3 | 49 |
| 7 | 57041 | 51.5 | 53 | 44803 | 54.6 | 59 | 6825 | 35.6 | 25 | 848 | 31.5 | 19 | 868 | 46.9 | 44 | 3697 | 49.1 | 48 |
| 8 | 53539 | 50.6 | 51 | 45365 | 52.9 | 55 | 6419 | 36.8 | 26 | 874 | 33.2 | 21 | 881 | 44.7 | 40 | 0 | 0 | 0 |
| 9 | 53784 | 46.2 | 43 | 40924 | 48.1 | 46 | 5532 | 33.1 | 21 | 606 | 27.2 | 14 | 787 | 40.3 | 32 | 5935 | 47.6 | 45 |
| 10 | 47670 | 46.0 | 42 | 36525 | 48.1 | 46 | 4588 | 30.1 | 17 | 483 | 26.9 | 14 | 729 | 41.2 | 34 | 5345 | 47.2 | 45 |
| 11 | 39206 | 47.0 | 44 | 30625 | 49.0 | 48 | 3681 | 32.5 | 20 | 348 | 27.6 | 14 | 728 | 39.8 | 31 | 3824 | 48.3 | 47 |
| Tot | 530,542 | Avg | 49 | 422,782 | Av | 53 | 46,201 | Avg | 25 | 7,570 | Avg | 17 | 7,589 | Avg | 41 | 40,695 | Avg | 48 |

- **Normal Curve Equivalent (NCE)** is derived from percentile rank. NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. NCE normalizes the score scale to enable researchers to manipulate test data. Because of its equal-interval nature, any difference, such as 5 NCEs has the same meaning, regardless of the part of the scale being referenced. There is a direct, 'fixed relationship between percentile ranks and NCEs. (Stanford Achievement Test, Administrator's Interpretive Guide. Harcourt Brace)
- **Percentile ranks** indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score. (Stanford Achievement Test, Administrator's Interpretive Guide. Harcourt Brace).

EXEMPTION OF LIMITED ENGLISH PROFICIENT STUDENTS UNDER THE STATE PUPIL ACHIEVEMENT TESTING PROGRAM

According to ARS§ 15-744: Exemptions:

- B. The governing board of a school district may exempt pupils who are limited English proficient and who are enrolled in an instructional program as prescribed in section 15-754 from the nationally standardized norm-referenced achievement testing requirement prescribed by this article for not to exceed three consecutive school years. The first year of the exemption is the first academic year in which the pupil is enrolled in a school district in this state in grade two or above. The instructional program for limited English proficient pupils who are exempt from the nationally standardized norm-reference achievement testing requirement as provided in this subsection shall include an alternative assessment of achievement to be administered annually.
- C. School districts shall annually report the number of pupils by category and by grade level which were exempt as provided in this section to the department of education. The department shall include this information in its annual report to the legislature pursuant to section 15-753.

A total of **28,359 LEP pupils were exempted** from taking the Stanford 9 Achievement Test **in 1999**. This is an increase of 15,446 students above the 1998 total, and represents **27.5%** of all LEP students reported in grades 2-11.

Reasons for this increase in exemptions may be the administration of the Stanford 9 in grade 2, which is the first grade in which Limited English Proficient students may claim exemption status. Exemptions in grades 2-4 (19,798) comprise 69.8% of the total of exempted students.

Many school districts used the *Aprenda* as an optional assessment instrument for Spanish speaking students exempted from testing for reasons of limited English proficiency. **15,438 students were administered the Aprenda in 1999** as compared to 10,247 students in 1998. This represents **14.8%** of LEP students identified in grades 2-11.

Administering the state Pupil Achievement Testing Program beginning with grade two may have influenced the increase in use of the *Aprenda* as an alternate assessment.

36,863 students have no achievement test data reported in 1999. This number represents **35.8%** of the total number of LEP students identified in grades 2-11.

LEP Students Exempted from Stanford 9 Testing by Grade Level

| Grade | LEP Students Exempt (98) | Grade | LEP Students Exempt (99) |
|-------|--------------------------|-------|--------------------------|
| | | 2 | 7,862 |
| 3 | 3,614 | 3 | 6,795 |
| 4 | 2,870 | 4 | 5,141 |
| 5 | 1,468 | 5 | 2,119 |
| 6 | 1,173 | 6 | 1,714 |
| 7 | 1,135 | 7 | 1,643 |
| 8 | 937 | 8 | 1,395 |
| 9 | 662 | 9 | 895 |
| 10 | 535 | 10 | 488 |
| 11 | 335 | 11 | 307 |
| 12 | 184 | | |
| | 12,913 | | 28,359 |

* Due to the Budget Reconciliation Act, Stanford 9 was administered to students in grades 2-11 in the Spring of 1999. Students in grades 3-12 were administered the Stanford 9 in previous years.

1998**Aprenda Total Reading Scores by Grade Level**

| LEP Students Exempt Stanford 9 | | | |
|---------------------------------------|-------------------------------|----------------|------------|
| Grade Level | # LEP Students Taking APRENDA | APRENDA Scores | |
| | | NCE | %ile |
| 3 | 3,299 | 46.3 | 43% |
| 4 | 2,430 | 41.8 | 35% |
| 5 | 1,067 | 45.7 | 42% |
| 6 | 961 | 46.0 | 42% |
| 7 | 953 | 46.7 | 44% |
| 8 | 836 | 51.5 | 53% |
| 9 | 308 | 46.0 | 42% |
| 10 | 208 | 50.4 | 51% |
| 11 | 129 | 52.3 | 54% |
| 12 | 56 | 56.1 | 61% |
| Totals | 10,247 | Mean | 47% |

1999**Aprenda Total Reading Scores by Grade Level**

| LEP Students Exempt Stanford 9 | | | |
|---------------------------------------|-------------------------------|-------------|------------|
| Grade Level | APRENDA Scores | | |
| | # LEP Students Taking APRENDA | NCE | %ile |
| 2 | 4,863 | 51.6 | 53% |
| 3 | 3,907 | 45.5 | 41% |
| 4 | 2,434 | 42.9 | 37% |
| 5 | 1,026 | 46.1 | 43% |
| 6 | 840 | 47.2 | 45% |
| 7 | 902 | 47.6 | 45% |
| 8 | 712 | 50.5 | 51% |
| 9 | 366 | 46.5 | 43% |
| 10 | 223 | 50.9 | 52% |
| 11 | 165 | 54.2 | 58% |
| Totals | 15,438 | Mean | 47% |

1998
Percentage of LEP Students Taking Stanford 9 Reading

| Percentage of LEP Students Taking Stanford 9 Reading | | | | | | | | |
|--|----------------------|-----------------------|--------------------------------------|---|----------------------------------|--|---|---|
| Grade Level | Total # LEP Students | Stanford 9 Exemptions | # LEP Students Taking Stanford 9 Rdg | % LEP represented by Stanford 9 Rdg Results | # of LEP Students Taking APRENDA | Percent of LEP Students Taking APRENDA | # of LEP Students with no data Reported | Percent of LEP Students with No Data Reported |
| 3 | 11,590 | 3,614 | 5,524 | 47.6% | 3,299 | 28.5% | 2,767 | 23.9% |
| 4 | 10,201 | 2,870 | 5,653 | 55.4% | 2,430 | 23.8% | 2,118 | 20.8% |
| 5 | 9,173 | 1,468 | 6,910 | 45.3% | 1,067 | 11.6% | 1,196 | 13.0% |
| 6 | 8,424 | 1,173 | 6,614 | 41.6% | 961 | 11.4% | 849 | 10.1% |
| 7 | 7,387 | 1,135 | 5,991 | 38.0% | 953 | 12.9% | 443 | 6.0% |
| 8 | 6,660 | 937 | 5,540 | 83.2% | 836 | 12.6% | 284 | 4.3% |
| 9 | 6,325 | 662 | 4,095 | 64.7% | 308 | 4.9% | 1,922 | 30.4% |
| 10 | 4,817 | 535 | 3,616 | 75.1% | 208 | 4.3% | 1,201 | 24.9% |
| 11 | 3,508 | 335 | 2,835 | 80.8% | 129 | 3.7% | 544 | 15.5% |
| 12 | 2,957 | 184 | 2,495 | 84.4% | 56 | 1.9% | 406 | 13.7% |
| Totals | 71,042 | 12,913 | 49,273 | 69.4% | 10,247 | 14.4% | 11,730 | 16.5% |

1999
Percentage of LEP Students Taking Stanford 9 Reading

| Percentage of LEP Students Taking Stanford 9 Reading | | | | | | | | |
|--|----------------------|-----------------------|--------------------------------------|---|----------------------------------|--|---|---|
| Grade Level | Total # LEP Students | Stanford 9 Exemptions | # LEP Students Taking Stanford 9 Rdg | % LEP Represented by Stanford 9 Rdg Results | # of LEP Students Taking APRENDA | Percent of LEP Students Taking APRENDA | # of LEP Students with no data Reported | Percent of LEP Students with no data Reported |
| 2 | 16129 | 7862 | 4983 | 30.9% | 4863 | 30.2% | 6283 | 38.9% |
| 3 | 15191 | 6795 | 5741 | 37.8% | 3907 | 25.7% | 5543 | 36.9% |
| 4 | 13058 | 5141 | 5686 | 43.5% | 2434 | 18.6% | 4938 | 37.8% |
| 5 | 11554 | 2119 | 7246 | 62.7% | 1026 | 8.9% | 3282 | 28.4% |
| 6 | 10675 | 1714 | 6393 | 59.9% | 840 | 7.9% | 3442 | 32.2% |
| 7 | 10068 | 1643 | 5809 | 57.7% | 902 | 9.0% | 3357 | 33.3% |
| 8 | 8470 | 1395 | 5398 | 63.7% | 712 | 8.4% | 2360 | 27.9% |
| 9 | 7825 | 895 | 3571 | 45.6% | 366 | 4.7% | 3888 | 49.7% |
| 10 | 5867 | 488 | 3412 | 58.2% | 223 | 3.8% | 2232 | 38.0% |
| 11 | 4273 | 307 | 2570 | 60.2% | 165 | 3.7% | 1538 | 36.0% |
| Totals | 103,110 | 28,359 | 50,809 | 49.4% | 15,438 | 14.8% | 36,863 | 35.8% |

REASSESSMENT

As prescribed by ARS §15-753 and State Board Rule R7-2-306.G, school districts and charter schools in which limited English proficient students are enrolled must adopt language reassessment criteria and procedures. The reassessment of LEP students enrolled in a bilingual or English as a Second Language program is to be conducted at least once every two years to acquire reclassification criteria.

For an LEP student to be reclassified to fluent English proficiency, the student must meet the criteria required in ARS §15-753 and R7-2-306.G. These standards are designed to ensure that LEP students have developed the English language skills necessary to succeed in an English-based curriculum. The following table shows the number of LEP students reported by responding districts as reclassified to non-LEP status, by grade and by years of program service.

Based upon information supplied by school districts and charter schools, 48.8% of those students who were reclassified had four or fewer years of service in programs.

RECLASSIFICATION YEARS OF SERVICE

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | total: | Average Years of Service |
|--------|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------------------------------|
| GRADE | 1 | 318 | 169 | | | | | | | | | | | | 487 | 1.3 |
| | 2 | 63 | 170 | 259 | | | | | | | | | | | 492 | 2.4 |
| | 3 | 58 | 81 | 191 | 252 | | | | | | | | | | 582 | 3.1 |
| | 4 | 61 | 84 | 107 | 232 | 387 | | | | | | | | | 871 | 3.9 |
| | 5 | 50 | 70 | 80 | 94 | 143 | 310 | | | | | | | | 747 | 4.5 |
| | 6 | 39 | 55 | 80 | 119 | 73 | 177 | 325 | | | | | | | 868 | 5.3 |
| | 7 | 51 | 48 | 41 | 50 | 56 | 74 | 147 | 250 | | | | | | 717 | 5.9 |
| | 8 | 38 | 48 | 43 | 37 | 70 | 48 | 71 | 77 | 223 | | | | | 655 | 6.4 |
| | 9 | 95 | 28 | 31 | 51 | 11 | 7 | 11 | 42 | 68 | 400 | | | | 744 | 7.5 |
| | 10 | 47 | 62 | 20 | 16 | 6 | 3 | 5 | 8 | 63 | 35 | 163 | | | 428 | 7.4 |
| | 11 | 18 | 25 | 38 | 24 | 5 | 5 | 5 | 4 | 6 | 54 | 40 | 129 | | 353 | 8.4 |
| | 12 | 23 | 27 | 40 | 33 | 12 | 5 | 12 | 7 | 15 | 3 | 55 | 17 | 119 | 368 | 8.4 |
| total: | | 861 | 867 | 930 | 908 | 763 | 629 | 576 | 388 | 375 | 492 | 258 | 146 | 119 | 7,312 | 5.2 |
| cum: | | 861 | 1,728 | 2,658 | 3,566 | 4,329 | 4,958 | 5,534 | 5,922 | 6,297 | 6,789 | 7,047 | 7,193 | 7,312 | | |
| %: | | 11.8% | 11.9% | 12.7% | 12.4% | 10.4% | 8.6% | 7.9% | 5.3% | 5.1% | 6.7% | 3.5% | 2.0% | 1.6% | | |
| cum %: | | 11.8% | 23.6% | 36.4% | 48.8% | 59.2% | 67.8% | 75.7% | 81.0% | 86.1% | 92.8% | 96.4% | 98.4% | 100% | | |

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools.

The next table is a state summary of reassessment data reported by school districts and charter schools. The data reflect the criteria used to determine the English proficiency of LEP students, with results provided by grade level.

School Level Language Proficiency Reassessment

| | Number Reassessed | Oral Test | Reading Comp 36th | Reading Comp 31-35th | Writing Test | Writing Sample |
|-----------------|-------------------|---------------|-------------------|----------------------|---------------|----------------|
| 1 | 6043 | 25087 | 142 | 11 | 476 | 320 |
| 2 | 8,417 | 4,470 | 914 | 159 | 1,086 | 777 |
| 3 | 6,162 | 4,060 | 811 | 201 | 1,225 | 689 |
| 4 | 6,774 | 3,430 | 1,133 | 256 | 1,383 | 939 |
| 5 | 5,253 | 3,041 | 917 | 239 | 1,143 | 682 |
| 6 | 5,172 | 2,867 | 881 | 379 | 1,148 | 895 |
| 7 | 3,829 | 2,831 | 812 | 253 | 861 | 625 |
| 8 | 3,863 | 1,996 | 810 | 245 | 953 | 678 |
| 9 | 2,421 | 6,051 | 341 | 612 | 798 | 305 |
| 10 | 2,606 | 1,526 | 345 | 361 | 501 | 233 |
| 11 | 2,129 | 974 | 259 | 266 | 535 | 227 |
| 12 | 1,639 | 689 | 246 | 200 | 472 | 169 |
| UE ¹ | 12 | 22 | 0 | 0 | 0 | 0 |
| US ² | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 54,320 | 57,044 | 7,611 | 3,182 | 10,581 | 6,539 |

¹Ungraded Elementary ²Ungraded Secondary

This is a compilation of information drawn directly from the data submitted to ADE by school districts, individual schools and public charter schools.

NUMBER AND QUALIFICATIONS OF PROGRAM STAFF

All bilingual and ESL classes are to be taught by certified teachers who have the corresponding endorsement. A teacher who is endorsed or certified as a bilingual teacher may teach in either a bilingual program or English as a second language program. A teacher with an ESL certification may only teach in an ESL program. State Board Rule R7-2-606 stipulates the specific endorsement requirements regarding certified program staff. The following tables summarize certified and paraprofessional program staff by program type.

Program Staff by Program

| CERTIFIED STAFF | | | | | |
|---|-------------------------------------|---|-------------------------------|---|------------------------------|
| | Teachers with Bilingual Endorsement | Teachers with Provisional Bilingual Endorsement | Teachers with ESL Endorsement | Teachers with Provisional ESL Endorsement | Teachers without Endorsement |
| | NBR | NBR | NBR | NBR | NBR |
| K-6 Transitional Bilingual | 570 | 60 | 214 | 78 | 214 |
| 7-12 Secondary Bilingual | 54 | 22 | 36 | 38 | 28 |
| K-12 Bilingual/Bicultural | 670 | 79 | 253 | 138 | 351 |
| K-12 English as a Second Language | 476 | 94 | 2239 | 869 | 1364 |
| Individual Education Program | 27 | 2 | 93 | 13 | 1401 |
| Individual Education Program at Parental Request | 38 | 4 | 83 | 44 | 276 |
| Totals: | 1835 | 261 | 2918 | 1180 | 3634 |

| PARAPROFESSIONAL STAFF | | | | |
|---|-------------------------------|---------------------------------|------------------------------------|---------------|
| | With Associate of Arts Degree | With High School Diploma or GED | Without High School Diploma or GED | Non-Certified |
| | NBR | NBR | NBR | NBR |
| K-6 Transitional Bilingual | 41 | 323 | 12 | 10 |
| 7-12 Secondary Bilingual | 5 | 34 | 0 | 8 |
| K-12 Bilingual/Bicultural | 36 | 559 | 20 | 15 |
| K-12 English as a Second Language | 246 | 1440 | 86 | 93 |
| Individual Education Program | 31 | 186 | 7 | 80 |
| Individual Education Program at Parental Request | 3 | 142 | 0 | 1 |
| Totals: | 362 | 2684 | 125 | 207 |

SOURCE AND AMOUNT OF PROGRAM FUNDS

School districts and charter schools use a combination of federal, state, and district funds to implement program services for LEP students. Group B weight funding is established by the legislature and includes the costs of identifying and testing these students. The amount of funds a district is eligible to receive is based on the LEP Language Census reported to ADE. School districts and charter schools report the actual number of LEP students served on five designated count dates, with an average count taken for these dates. School districts and charter schools that received Group B weighted funds are required to provide assurance that LEP students were identified, assessed, and served by certified teachers who held either the bilingual or ESL endorsement.

Program funding reported for the implementation of program services for LEP students during the 1998-99 school year is provided in the following table. Federal funds and other district fund information are presented as reported by the districts; there has been no validation of this information by ADE.

SOURCE AND AMOUNT OF MONIES EXPENDED (ARS§ 15-755 B.6)

DISTRICT FUNDS: only those costs which would not have been incurred except for the implementation of programs pursuant to ARS §15-751-756. Examples of such excess costs are:

- (a) Conducting the identification of the primary/home language of students.
- (b) Conducting the English and native language assessments.
- (c) Training staff for ARS §15-751-756.
- (d) Purchase of supplementary instructional materials, supplies, and equipment.

| <u>Source of Funding</u> | <u>Amount</u> |
|--|----------------------|
| State LEP Group B Weighted Funds* | \$34,886,011 |
| Other District Funds (Not Including Federal Funds)** | \$109,485,269 |

**Pursuant to ARS §15-943*

***Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities.*

FEDERAL FUNDS: the amount, by source, of federal funds used to supplement the district program under ARS §15-751-756, and the number of students. (Each federal program listed has specific restrictions that pertain to usage of such funds for ARS §15-751-756.) Only the actual portion of funds specifically used to provide support services for bilingual, ESL, or Individual Education Programs is to be reported.

| <u>Source of Funding</u> | <u>Amount</u> |
|--|----------------------|
| ESEA Title I, Public Law 103-382..... | \$34,137,941 |
| ESEA Title I- Migrant, Public Law 103-382..... | \$2,249,122 |
| ESEA Title II, Public Law 103-382 | \$1,261,789 |
| Emergency Immigrant Education Program, Public Law 103-382..... | \$4,138,473 |
| Johnson-O'Malley Act, Public Law 93-638 | \$1,460,306 |
| ESEA Indian Education Act, Part A, Public Law 103-382 Part C Subpart | \$11,018,636 |
| ESEA Title VII, Public Law 103-382..... | \$8,278,663 |
| Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392..... | \$1,079,905 |
| Neglected or Delinquent, Public Law 103-382 | \$22,324 |
| Title IV, Safe and Drug-Free School, Public Law 103-382 | \$609,963 |
| Title VI, Innovative Ed Programs, Public Law 103-382 | \$570,198 |
| Stewart B. McKinney Homeless Education, Public Law 103-382..... | \$32,642 |
| Other* | \$1,843,988 |
| Total (Federal Funds Expenditure)..... | \$66,703,950 |

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools.

* *Other federal funding may come from special discretionary federal grant monies that districts apply for directly, such as bilingual education grants to pilot dual language programs, grants to fund parental involvement initiatives, grants to fund community partnership initiatives by schools, and grants to after school ESL programs.*

ABBREVIATIONS USED

| | |
|--------------|--|
| ADE | The Arizona Department of Education |
| ALCAP | Arizona Language Census and Program Report |
| ARS. | Arizona Revised Statutes |
| ASD | ADE's Academic Support Division |
| BSM | Bilingual Syntax Measure |
| EAS | ADE's English Acquisition Services |
| ESEA | Elementary and Secondary Education Act |
| ESL | English as a Second Language |
| GED | General Education Development |
| IPT | IDEA Oral Language Proficiency Test |
| LAS | Language Assessment Scales |
| LEA | Local Education Agency |
| MEC | Microcomputers in Education Conference |
| NCE | Normal Curve Equivalent |
| PHLOTE | Primary Home Language Other than English |
| RTC | Regional Training Center |
| SAIS | Student Accountability Information System |
| SFD | ADE's School Finance Division |

GLOSSARY

Aprenda

A Spanish criterion referenced (Content-Referenced) TEST used to describe tests that are designed to provide information about the specific knowledge or skills possessed by a student. Such tests usually cover relatively small units of content and are closely related to instruction. Their scores have meaning in terms of what the student knows or can do, rather than in (or in addition to) their relation to the scores made by some norm group.

Arizona Language Census and Program

The Arizona State Legislature requires that the Arizona Language Census and Program (ALCAP) report be completed and submitted to the Department of Education annually, by all school districts and charter schools in the state. In previous years, this report was completed on paper forms or bubble sheets by districts and charter schools. The ALCAP is now reported on the World Wide Web:

<http://www.ade.state.az.us/programs/assistance/asd/lep.html>
then click on:

ALCAP. Arizona Language Census and Program Report.

Bilingual/bicultural education

An instructional program which utilizes two languages, one of which is English, for instructional purposes. The primary home language of the students is developed in addition to English as a Second Language. Content area instruction is provided in both languages. The program is staffed by Bilingual Education and ESL endorsed teachers. The instruction shall include the history and culture of this state and the United States as well as customs and values of the cultures associated with the languages being taught.

Bilingual education endorsement

The bilingual education endorsement is required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction except for those persons possessing a provisional bilingual education endorsement pursuant to R7-2-605. The holder of this endorsement is authorized to teach English as a second language.

CTDS

Districts are identified by a six digit code known as the CTD number. The first two digits indicate the county, the next two digits indicate the type of district, (e.g. accommodations, unified, elementary, high school) and the last two digits are the district number. Schools are identified by a nine digit number, the CTDS. The first six digits identify the district and the last three digits identify the school within that district.

Dual language program

Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. (Christian, D. 1994)

English as a Second Language(ESL)

A formal program to develop student proficiency in English.

ESL endorsement

An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or any other teacher responsible for providing ESL instruction except for those persons possessing a provisional ESL endorsement pursuant to R7-2-605.

English as a Second Language

English as a Second Language (ESL) is an educational approach in which Limited-English Proficient students are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classes, an immersion program, or a bilingual program (U.S. General Accounting Office, 1994).

English language assessment

Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for the fluent English proficiency shall be classified as limited English proficient (LEP) students.

Students in grades 2-12 whose primary home language is other than English may be screened prior to the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement testing program. Students in grade 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test, as well as a district measure of reading and writing. Students who score below the publisher's designated score for FEP (Fluent English Proficient) or not meeting district standards for reading and writing shall be classified as LEP students.

Follow-up procedures for reclassified

For one year following the reclassification of each student, the district shall review achievement levels to ensure that each student has been correctly reclassified. The review must be conducted at least twice during the follow-up year.

“Group B” Weight Funding

Educational improvements for pupils in kindergarten programs and grades one through three, educational programs for autism, hearing impairment, moderate mental retardation, multiple disabilities, multiple disabilities with severe sensory impairment, preschool severe delay, severe mental retardation, and emotional disabilities for school aged pupils enrolled in private special education programs or in school district programs for children with severe disabilities or visual impairment and vocational and technological education pupils enrolled in grades nine through twelve in approved programs as prescribed in section 15-782.01 and limited English proficient pupils enrolled in a program to promote English language proficiency pursuant to section 15-754.

Identification

The use of answers to three language questions on the student enrollment form to determine the primary home language of the student.

Individualized education program (IEP)

Each school district which has nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide either a bilingual program or an ESL program or

an IEP that meets the cultural and linguistic needs of the pupil. An IEP consists of a systematic individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction to the extent possible.

Initial Assessment

The task of determining the language proficiency of a newly enrolled student whose primary home language is other than English (PHLOTE).

Local Education Agency (LEA)

A local school district or charter school. A school district is both a local educational agency responsible for the operation of its schools, and a sponsoring entity responsible for the oversight and administrative responsibility of schools it has granted charters. A charter school sponsored by a school district governing board and operated independent of the school district is the local educational agency unless otherwise specified in the charter contract. Charter schools sponsored and operated by a school district would be considered public schools of the local educational agency, and the school district governing board would remain the local educational agency unless otherwise specified in the charter contract.

Limited English Proficient (LEP)

"Limited English Proficient" is the term used by the federal government, most states and local school districts to identify those student who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991).

Normal Curve Equivalent (NCE)

The Normal Curve Equivalent (NCE) is derived from the percentile rank. The NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. The NCE normalizes the score scale in order to enable the researcher to manipulate test data in various ways. Because of the equal interval nature, any difference, such as 5 NCE's has the same meaning, regardless of the part of the scale being referenced. There is a direct fixed relationship between percentile ranks and NCE's. (Stanford Achievement Test Administrator's Interpretive Guide. Harcourt Brace)

Original Entry Codes

Codes E1, E2, or E3 are used for students enrolling in an Arizona public school for the first time during the current school year. The Primary Home Language of all original entries is reported annually on the Arizona Language Census and Program Report (ALCAP).

Parent Notification

The written communication from the teacher to the parent of the placement of a student in a bilingual education program, an ESL program or an IEP.

Percentile Rank

Percentile rank indicates the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score. (Stanford Achievement Test Administrator's Interpretive Guide. Harcourt Brace)

PHLOTE students

Primary Home Language Other Than English. This designation is given to students who answer any one of the three language questions on the student enrollment form with a language other than English.

Placement

The task of selecting a classroom schedule for a student which will provide appropriate instruction to allow the student to achieve academic progress and acquire English.

Primary home language

Language identified as the home language on the school enrollment form and the home language survey as prescribed by ARS§ 15-753.

Primary home language assessment

Students who are classified as LEP shall be administered a primary language assessment in comprehending, speaking, reading, and writing. Students in kindergarten and first grade and students whose primary language is not commonly written need not be assessed in reading and writing in the primary language.

In the event no test is available in a particular language, a structured interview and academic evaluation shall be conducted by personnel with proficiency in the particular language.

Provisional endorsement

A temporary certification for bilingual or English as Second Language endorsement which is valid for three years and is non-renewable.

Reassessment

Task of determining the English language proficiency and academic progress of students developing proficiency in English no less often than every two years. The intent is to gather information as to whether the student meets the established criteria for reclassification to English Proficient (EP)

Reclassification

The task of reviewing reassessment results to decide if a student meets the established criteria for designation as English proficient, and thereby prepared to handle the English curricula.

Secondary bilingual program

A language learning program for grades 7-12 consisting of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's primary home language for instruction in the elective and nonelective content courses required for graduation.

Student Enrollment Form

This form is used upon enrollment of a student for the first time in an Arizona district or upon returning from another district.

Title VII

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968, established federal policy for bilingual education for economically disadvantaged language minority students, allocated funding for innovative programs, and recognized the unique education disadvantages faced by non-English speaking students. Reauthorized in 1994 as part of Improving America's Schools Act, Title VII's new provision restructured Title VII grants, increased the state role, gave priority to applicants seeking to develop bilingual proficiency, and opened up Title I to limited English proficient students (Crawford, 1995).

Transitional bilingual program

A transitional bilingual program consists of an organized program of instruction in which participating pupils receive instruction in and through English and the primary home language of the pupils.